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ABSTRACT

This curriculum, designed for severely retarded children in a primary day care setting, is divided into three sections: (1) Awareness of Body Parts, (2) Gross Motor Skills, and (3) Language Arts. Detailed activities are suggested to develop and reinforce various gross motor coordinations and learning skills. (CS)

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CURRICULUM GUIDE

FOR

DAY CARE PRIMARY

Mary Ann Radke

PS 006741

This curriculum is designed for the day care severely retarded child in the primary setting, C.A. 5-7.

I. Awareness of Body Parts -

The "normal" child, being more aware of himself, through a natural process of awareness, will form an awareness of himself and its relationship and place in his environment. He will work from this self-awareness foundation and use what he has learned in his school years.

The retarded child at this M.A. has little understanding or knowledge of his body parts and his body as a whole. He cannot perceive on his own what his body actually does and how it relates to his environment. Too many times the self-awareness concept is ignored and the child has no strong, reinforced foundation on which to start his learning experience. For example, the child cannot constructively play with a toy or perform simple tasks unless he knows that his hands and arms, when working together, will accomplish these tasks.

Time- It is suggested that each body part be worked on for a week with at least one day between each one for review of previously taught body parts. This part of the curriculum should be worked on until the child can volunt rily show you the specified body parts.

Praise- Social reinforcement is very important to "these" children. The more they receive the more they will work. They will show little progress in the beginning and praise is all important here. It will encourage him to work if they find it an enjoyable experience.

Room Setting- The room being used should be plainly decorated. Bright objects and pictures should be removed. The child should not be distracted in any way from watching you. It will take all of his abilities to concentrate on you and what you are saying. He will have to work over the noise of the other children sitting around you and this is enough of a distraction.

Voice- Your voice should show the excitement of learning. For example, when asking for his foot say loudly, "Give me your foot". Use a variety of excited sounds (Ooh, wow, wow-we) when he sudceeds making sure you have an inflection in your voice that radiates praise.

II. Gross Motor Skills

This part of the curriculum should be based on the knowledge they gained in the Awareness part. The body parts should be stressed when working with them. He should be able to, when given the verbal command, give you that part of the body working on and be aware of that body part during the exercise.

He should be praised for his efforts.

III. Language Arts

This part is also based on the Awareness part of this curriculum. By the time you reach this part, the child will have a good foundation and rapport with you. He will want your praise and will work for it. The world of speech should also be exciting to the child.

behavior mod

I. Awareness of the Body Parts Through Sensation

A. Feet

Objective- the child will be able to, without the aid of the teacher, show a self awareness of his feet when given the verbal command of the teacher.

Materials- floor, rug, sand, warm water, cold water, ice cubes, cloth, shaving cream, sand paper soft paint brush

Procedure-
1. Children should sit in a circle with their shoes and socks off.
2. Massage foot and stimulate with a soft brush and tip of a pen by stroking gently. Look for a reaction.
3. Have children touch their own feet and each others feet.
4. Using a rug sample, ask them to place their feet on it, andmassage foot few times.
5. Have them put their feet in a sand box and rub their feet in the sand.
6. Using an ice cube, rub their feet.
7. Wet a cloth with warm water and rub feet, do same with cloth with cold water.
8. Place their feet first in a pail of cold water then one of warm water and let the water run over their feet.
9. Rub shaving cream on one foot and let them make designs with their other foot.
10. Massage foot with sand paper.
11. Use the word "Feet" as much as possible, avoiding useless words so as to not confuse the children. After the first few lessons, start your procedures by saying, "Give me your foot". Use this command for all the different parts of the body throughout curriculum .

The Sensous Child

Note- The children may not wish to touch each others feet. If this should happen, sit them close together and put all their feet on your lap and introduce them to each others feet this way. Also, a primary reinforcement such as food should help bring this about.

When re-dressing, also give the child the verbal command, "Give me your foot". You may have to give physical assistance in the beginning but work for this goal. You should <u>not</u> continue with the next body part until each child will successfully give you that part of the body you are working on.

I. Awareness of the Body Parts Through Sensation

B. Legs

Objective- The child will be able to, without the aid of the teacher, show an awareness of his leg when given the verbal command of the teacher.

Materials- warm water, cold water, pen, soft paint brush, ice cubes, different textures of materials, (flannel, burlap), sand paper, shaving cream, rug sample

Procedure-
1. Remove socks and shoes- asking for feet.
2. Review awareness of feet.
3. Child should be wearing pair of shorts or have long pants rolled up.
4. Massage child's legs rapidly (including leg muscles) with your hands.
5. Stroke legs with soft brush few times
6. Take warm water and let it run down the length of child's leg.
7. Take cold water and let it run down the length of child's leg.
8. Rub the leg with the different textures of cloth.
9. Take an ink pen and run it down the length of the leg.
10. Take an ice cube and rub it over the leg.
11. Have the children rub each others legs.
12. Use the word 'leg' as much as possible.
13. Rub sand paper over the leg.
14. Rub shaving cream on their legs and let them make designs on each others legs and their own.

Note- Be sure to allow enough time between each step to observe the child's reaction.

When re-dressing, give the child the verbal command, 'Give me your leg'. Remember that the child may need physical assistance to complete the command successfully.

I. Awareness of Body Parts Through Sensation

C. Torso

Objective- the child will be able to, without the help of the teacher, show a self-awareness of his chest and back by touching it when given the verbal command of the teacher.

Materials- hands, soft paint brush, wet cloth, ice cube, powder, shaving cream and any textured object you feel is suitable

Procedure-
1. Remove shoes, socks and shirt with the help of the child.
2. Review feet and legs, making sure that they can give you these parts on request.
3. Children should be sitting in a circle.
4. Use the words 'back' and Chest' as much as possible.
5. Touch back and chest with hands and let other children touch also.
6. With a soft brush, lightly stroke back and chest. You should see a reaction, if not, try again.
7. Take warm/cold wet cloth and, with point of cloth, make designs on back and chest.
8. Using an ice cube, make designs on back and chest.
9. Spread shaving cream on back and chest and let them make their own designs in front of a mirror, also let them do it to each other.
10. Spread powder on their torso after they are dry for another sensation.
11. Any other exercise you can think of for sensation

Note- Let children touch themselves as much as possible. They may try stroking each other with the soft brush.

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I. Awareness of Body Parts Through Sensation

D. Hands

Objective- the child will be able to, without the help of the teacher, show a self awareness of his hands by giving them to the teacher on verbal command, "Give me your hand".

Materials- soft brush, rug sample, basin of warm/cold water, ice cubes, shaving cream, sand paper, feather, and other textured articles you may think of.

Procedure-
1. Remove shoes, shirt, and roll up long pants or wear shorts by asking for parts of the body.
2. Review feet, legs,torso.
3. Use the word hand as much as possible.
4. Hold their hands and massage briskly.
5. Using a soft brush, stroke both sides of hands
6. Using an ice cube, stroke both sides of hands
7. Touch their hands with the different te xtures
8. Let them put their hands in the basins of water. Run the water over their hands and massage them under the water.
9. Have children touch hands with each other.
10. Have children stroke their feet, legs and torso with their own hands, calling out the name of the body part they are touching.
11. Ask the child for hid hand to be placed on the rug sample on your lap. Let them feel the texture and then rub hands in rug.

Note- Any other exercise you can think of to make them think of their hands, try.

I. Awareness of Body Parts Through Sensation

E. Arms

Objective- the child will, without the help of the teacher, give you his arm at a verbal command

Materials- soft brush, basin of warm/cold water, ice cube, shaving cream, soft objects (cloth feather,etc) rough objects (sand paper, rug, etc)

Procedure-
1. Review feet, legs, torso and hands
2. Child should be wearing only shorts or pants with legs rolled up
3. Hold out arm and massage briskly, using word, arm
4. Place arm in warm/cold water and let it run down arm to hands-use word arm
5. Run ice cube up and down arm
6. Run a line of shaving cream down arm and let child spread it over arm with hands
7. Stroke soft and rough objects down arm.
8. After first few lessons ask child to give you his arm to start lessons.
9. Any other materials may be used that you think appropriate

Notes

I. Awareneness of Body Parts Through Sensation

F. Head

Objective- the child will have an awareness of the four senses- hearing, sight, taste and smell

Materials and Procedure-

Hearing- loud horn, loud beep, clapping of hands in ear, loud music, soft music, animal sounds, every day street sounds, animal sounds, talking- all directed close to ear.

Sight- bright colors flashed in front of eyes, flashlight on a wall in a darkened room, mirror image of child, pictures of his family, following a bubble with his eyes.

Taste- sweet foods and sour foods
objects- toys, clothing, chairs, floor, paper, etc. Do the children notice that food tastes like something and objects do not taste like food.

Smell- strong smells - perfume, detergent, ammonia, onions, oranges, vinegar, baby powder, leather, room freshener, coffee, celery, paint, varnish, cinnamon, cloves, garlic, oregano, pizza, toothpaste, Listerine, liquor, lemons

1. Review feet, legs, torso, arm and hands
2. Do each sense one at a time-touching that part of the body often for additional stimulation
3. Use a mirror as often as possible- let them see which part of their body smells, hears or tastes something the same time they are experiencing it.

Note- Much more can be done with these four senses. Anything you would think appropriate, try. Remember that it's through sensation that they will discover their bodies.

II. Awareness of Movements of the Body

A. Feet

Objective- the child will be aware that he can move his feet for a specific purpose, ie: pushing

Materials- flat board, chair

Procedure-
1. Remove shoes and socks
2. Ask child for foot
3. Massage foot using word <u>foot</u> as much as possible
4. Flex foot at ankle to create sensation of his pushing against your hand
5. Create resistance to foot by forcing the child to push against a flat board or your hand
6. Any other movements of the foot that you think the child should be aware of, try.

II. Awareness of Movements of Body Parts

B. Feet and Legs

Objective- the child will be aware that for most of his movements, the feet and legs will work together.

Materials- chair with wheels, flat upright surface (wall, table), a weighted spring with strap to hold foot on top, an elastic band to place around both legs

Procedure-
1. Remove shoes. Child should be wearing shorts or have his pants rolled up.
2. Ask child for foot and leg.
3. Massage foot and leg. Use the words <u>foot</u> and <u>leg</u> as much as possible.
4. Flex ankle few times, flex leg at knee a few times.
5. Show by example- pushing against a wall or flat surface with feet and legs (while sitting in moveable chair) will cause movement of chair away from wall or surface
6. Try #5 with children. Let them push away from wall with feet. Praise them for their work.
7. Sitting on floor, have them spread legs and bring them back together.
8. Make large circles with legs while they are lying on the floor. Let them try it.
9. For awareness of leg muscles, strap foot on weighted spring and have child raise the foot against the weight of the spring. Use the words <u>foot</u> and <u>leg</u> as much as possible.
10. Tie elastic band around both legs, take your hands and spread their legs apart. Do this a few times, then take their hands and place them over yours and do it again. Let them try it next time alone. Try for this exercise without their hands or yours.

Note- Movement of feet alone and feet and legs will be stiff in the beginning. Practice will bring about a looseness. Be sure not to over-exert the child. A limit of 5 minutes the first two days with a gain of 2 minutes every day thereafter should work out.

<u>Addition</u>

The involuntary reflexes of hitting knee with side of hand and hitting elbow with side of hand will create an additional awareness.

II. Awareness of Movements of Parts of Body

C Torso

Objective- the child will be aware of his chest when it expands as he breaths and when you stroke it with a soft brush

Materials- chair, mirror, soft brush

Procedure-
1. Remove child's shirt
2. Have child place his hand on your chest and then exaggerate your breathing. He will feel the movement. Do this few times.
3. Place child's hand on his chest and let him feel his own breathing.
4. Repeat process while looking in mirror.
5. While child is sitting in front of a mirror, stroke his chest with a soft brush. He will see the movements of his chest due to the stimulation of the brush stroking.

II. Awareness of Movements of Parts of Body

D. Hands

Objective- the child will know that he can move his hands for a specific purpose, pushing, clapping, etc. Feeling is another movement.

Materials- flat board, chair objects of different textures

Procedure-
1. Ask child for hand
2. Massage hand and use word <u>hand</u> as much as possible
3. Flex hand at wrist
4. Try for resistance to the flexing. Work at this until you get it.
5. When he realizes that he is pushing against your hand, see if he will push against other objects with his hand.
6. Let him feel objects of different textures
7. Clap your hands together and let child do the same, saying word <u>hand</u> as much as possible.
8. Any other exercises you can think of for movements of the hands, try.

II. Awareness of Movements of the Parts of the Body

E. Hands and Arms

Objective- the child will know that for most movements the hand and arm will work together, as do the feet and legs.

Materials- chair with wheels, flat board

Procedure-
1. Childre n will be sitting in a circle
2. Remove child's shirt
3. Ask child for his hand and arm
4. Massage hand and arm, using the words hand and arm as much as possible
5. Flex hand at wrist. You should feel resistance.
6. Flex arm at elbow-try for resistance. Work at this until you get it.
7. Have child sit in chair with wheels. Secure his legs on the chair so he can't use them. Show him how to push himself away from the wall by pushing with his arms and hands.
8. Make large circles with the child's hands and arms, saying, as you're doing it, "Around and around". Let him try it.
9. Make large up and down movements with the child's hands and arms, saying, "Up and down" as you're doing it. Let him try it.
10. Make large side to side movements with the child's arms and hands saying "Side,side". Let him try it.
11. For #'s 8,9,and 10 use the words arms and hands as much as possible, touching those parts of the body as much as possible.

II. Awareness of Movements of the Body Parts

F. Head

Objective- the child will have an awareness of his head movements and will thus be able to imitate the teacher when she makes deliberate head movements herself.

Materials, chairs, mirror

Procedure-
1. Move the child's head around, while saying, "Head, around and around" Let him feel the full circumference his head will allow. Let him try it be himself.
2. Move his head up and down while saying, "Head, up and down". Let him try it.
3. Move the child's head from side to side, while saying, "Head, side to side". Let him try it by himself.
4. When they can do these by themselves, let them watch themselves in the mirror.
5. Any other exercises you can think of, try.

III. Awareness of Uses of Parts of the Body

A. Foot

Objective- Although there are only a few uses of the foot without involving the leg also, there should be an awareness of these few uses.

Materials- marble, small soft rubber ball, 1" diameter wood cylinder, sand

Procedure-
1. Remove socks and shoes, asking for the child's foot.
2. Massage foot
3. Demonstrate to the child how to roll the marble with your bare foot. Let him try it.
6. Place a small rubber ball under your foot and press down. Let him try it.
   Make sure that the child has eye contact with your foot.
7. Place the cylinder on the floor and roll it with your foot. Let him try it.
8. Have child walk on small amount of sand on floor.
9. Use word <u>foot</u> as much as possible.

III. Awareness of Uses of Parts of the Body

B. Feet and Legs

Objective- The most natural use for feet and legs is walking. But the other uses should be stressed also, kicking, pushing, pulling

Materials- chairs, wagon with long handle, piece of elastic long enough to go around both legs, a spring with at least a 10 lb. piece of wood attached

Procedure-
1. Remove socks and shoes. Place child in a pair of shorts.
2. Ask child for feet and legs
3. Massage feet and legs
4. While sitting in chairs, have children kick legs and feet up and down. Use words <u>feet</u> and <u>legs</u> as much as possible.
5. Attach wagon to one leg at a time. Have them pull wagon to a specific spot just by pulling with their leg muscles. Touch leg and use word <u>leg</u> as often as possible. You may have a reward waiting for them when they finish their task.
6. Have child <u>push</u> wagon to a specific spot by standing in back of it. You may have to help child physically. They don't really understand the concept of pushing with a part of their body without using their hands.
7. Place the elastic around both legs while they are sitting. Let them push their legs apart against the pull of the elastic. They can also try this standing up or lying on a mat. Use the word <u>legs</u> as often as possible.
8. While the child is sitting in a chair, attach the weighted spring to his foot. Let him pick up the weighted spring with his foot and legs.

Note- Do not use useless words when working on body parts. Touch that part of the body you are working on as much as possible using the word for that part of the body as much as possible also.

III. Awareness of Uses of Parts of the Body

C. Hands

Objective- the child will know that the hands are used for a specific purpose - feeling, scratching, picking up objects with fingers, etc.

Materials- different textures of fabrics and objects, small objects to be picked up.

Procedure-
1. Review feet and legs
2. Ask child for his hand
3. With arm lying flat on table, have him feel different textures of cloth. Use word hand as often as possible.
4. With arm lying flat on a table, have child scratch hand with other hand
5. With arm flat on table, have child pick up small objects with his hands.

Note- This may seem useless but what we're trying to show is that the hand has specific uses that do not require or involve the rest of the body parts. This curriculum is broken down into the most basic use of each specific body part.

III. Awareness of Uses of the Body Parts

D. Hands and Arms

Objective- the child will know that he uses his hands and arms together for most every day uses

Note- The same procedure follows through for feet and legs as for hands and arms. Let him pull the wagon with his hands and arms, touching and using the words hands and arms often. Also let him pull the piece of elastic apart while holding it in his hands and pulling with his arm muscles.
Any other exercises that you think appropriate, try.

GROSS MOTOR SKILLS

All children will develop gross motor skills unless hampered by physical reasons.

recapitulation theory

The purpose of this curriculum is to give the teacher some idea of the normal sequential stages that these children seem to be lacking, i.e., they can walk but they cannot crawl in the normal growth pattern.

assumption

This missing stage in the growth pattern will show up in later years through an apprehension in trying more difficult stages in the gross motor growth pattern, i.e., skipping, jumping, climbing, balancing on a beam and other and other usual childhood advancements.

If the child succeeds now in performing basic motor skills he lacked in the normal growth pattern, I feel that he will loose some of his apprehension and will be more willing to try these skills and accomplish them.

GROSS MOTOR SKILLS

Objective- After learning an awareness of the body parts the child will successfully perform the basic steps in developing greater gross motor coordination. He will thus perform more successfully in this area in later years.

Materials- a large mat for the exercises

Procedure-

1. The child should feel comfortable on the mat and know that he has complete freedom of movement
2. Review body parts while child is lying on the mat. Stroke gently the part of the body talking about.
3. Lying Flat- The child will be unaccustomed to lying completely flat in the beginning. He will try to curl up in something like the fetal position. Work for a relaxation of the body and a flat position.
4. Exercise legs while child is lying flat. Work legs up and down letting them drop to the mat from the upward position.
5. Exercise the arms same way as the legs
6. Voluntary Movement- After exercising arms and legs, try to have the child do it himself, saying, "Arms, up and down" and "Legs up and down" while he does it. Be sure to use an inflection in your voice- when saying UP raise your voice an octive and when you are saying, DOWN have your voice go down an octive.
7. Head Support- While the child is lying on his back, stand over him and lift him up by his arms. Does he hold his head up or does he let it hang? If his head hangs, support the back of his neck with your hand while lifting. Work for self-support of the head by the child.
8. If the child can hold his head up by himself, try lifting his torso and head by your standing over him again only this time hold his hands on a small bar. Pull him up holding his hands. Use words UP and DOWN again.
9. Next try for the child to hold the bar by himself. Hold the bar over him and ask for his hands. Place them on the bar and let him pull himself up and down. Next just hold the bar over him and say HANDS and let him place his own hands on the bar. Move the bar up and down. He will do his own pushing.

GROSS MOTOR SKILLS

10. While child is in a sitting position, have him bend forward at the waist until his head touches the mat. Do this yourself first until the child gets the idea of what you want. Use the words UP and DOWN often. Let him try this himself.
11. While child is lying on back, first raise left arm and left leg, saying "Arm up", "Leg up". Do this until child can perform it himself. Next do it with right arm and leg.
    While doing these exercises I noticed that the children enjoyed watching and were more willing to do the exercises

Crawling

12. After the child can perform the above exercises, start with cross lateral exercises. Stroke the right arm and left leg and ask for them. Move them up and down until the child can do it himself. This may take a while, but it is the basis for crawling the proper way and should be accomplished.
13. Next stroke the left arm and right leg. Ask for them and exercise them the same way as #12. They may tend to become confused. This is a new feeling for mose of these children and a relatively hard exercise to perform.
14. Kneeling- Have the children watch you walk over to the mat. Toucyour leg saying the word LEG and touch your hands and arm, saying those words. Then slowly kneel on the mat. Next place your hands on the mat in a crawling position.
15. Have the child try for this position, first by helping him and then letting him do it by himself.
16. Crawling Movements- While child is lying on stomach on mat, exercise legs in a frog like position, saying the word leg often.
17. Next, after he can do the frog exerceise, do it with his arms. This step is necessary for crawling.

18. Have the child repeat #14- the crawling position. You want him to start crawling with right arm, left leg and left arm, right leg position. Show him by example what you want first. When the child is in the crawling position move his opposite arms and legs until he gets the idea of crawling.
19. If he has trouble with this, hold down the arm and leg you don't want him to use and practice just one forward movement with opposite legand arm. Let him go back and forth a few times. Let him try it himself.
20. Start with the other opposite arm and leg the same way. Once he gets the idea of using opposite arms and legs he should fall into the exercise with ease.
21. If the child already knows the cross lateral crawling, you could go on to the next exercise for this particular child.

Crawling around Obstacles

1. Place obstacles in the child's path as he is crawling.
2. If he seems puzzled when you do this, gently guide him around these and praise him when he does this.
3. Let him try this with no assistance from you.

Crawling on a Course

1. Use bright colored tape and lay it in a straight line on the floor. You crawl on this line first so the child can see what you want.
2. Stand on the other end of the tape calling him. You could hold food for him. If he follows the line to get to you, praise him highly.
3. Now try putting down the line at different angles, a right angle. Will he follow the line and turn at the angle to get to you? If he does not, help him, making sure that he knows what you want.

Note- If there is still time left during the year after completing this section, you could go into using a walking board for balance.

Language Arts

A Language Arts program could be initiated along with the Awareness of Body Parts.

Most children at this age have little or no speech. It will be advantageous to all the aides to start with <u>one</u> particular method in the beginning years and carry it all through the later grades.

An infant spontaneously coos and babbles. Start a Language Arts program with the infant stage. These are the beginning sounds of any child and should be reinforced here to encourage the child to start speaking. If he succeeds here he will probably succeed in speech. If he is encouraged to <u>try</u> in the beginning years, he will want to talk.

A child learns by <u>imitating</u>. This procedure should be used especially with these children. Other children, when learning how to speak, will pick up sounds voluntarily from their surroundings. The severely retarded child will not be able to pick up the sounds of every day speaking. The sounds come at him too fast and he can't absorb defined sounds. Other children pick up beginning sounds and form simple words from them.

The severely retarded child needs a <u>quiet</u>, <u>non-distracting</u> environment because he can not filter out the sounds of fast, every day talking as a normal child can. It is within this quiet, non distracting environment that these children should be taught.

The classroom should be void of all distracting stimuli - pictures on the wall, toys, colorful draperies, tables and desks. The teacher's clothing should be covered with a soft colored smock that would be worn every day. If rings, watches and jewelry are distracting to the child, they should be removed also.
The child should be sitting in a chair facing the teacher. She should be sitting at the same level as the child.
This room or a specific Language Arts room should be set up and used throughout the entire Language Arts curriculum.
The teacher should keep all useless words to a minimum before and during the lesson.
The learning situation should be an enjoyable one for the child. Social reinforcement, praise, should be used when the child succeeds and even when he tries. He should enjoy the praise from the teacher who should be even-tempered through the lesson. The beginning lessons will show little progress until the child understands what you want. This will be a new experience for the child and these beginning lessons are the most important. He should not feel discouraged if he does not succeed and should be encouraged to the highest degree if he does. These children enjoy and need praise for their slightest effort and accomplishments. It is through this environment that the child will begin his learning experience.

Language Arts

I. Teaching the Child to Imitate

Objective- The child at the C.A. of 5 and 6 will have had little experience in imitating sounds. Therefore you could start this curriculum by his imitating your gestures, with those parts of his body he should have an awareness of through the first part of the curriculum.

Materials- food for praise, if necessary

Procedure- A
1. Sit in front of child
2. Ask child for his hand
3. Show him your hands and clap them slowly, saying, "Clap hands"
4. Do this until he imitates you by clapping his own hands
5. Praise him and use food as a reward, if you think that food will improve his performance.
6. If he has trouble with this, place his hands in a clapping position before you give the command, "Clap hands".

Note- Use as little extraneous speech as possible. You want him to listen to your command, "Clap hands" and imitate your clapping. Too many extra words will confuse the child and he will not be able to filter out your command. I have also found that, when working with these children, they much preferred my own praise for their accomplishments rather than a food reward. But try both methods and stick to the one that produces the most results.

Procedure- B
1. Use the same procedure as #'s 1-5 above
2. Once the child imitates your clapping, reinforce his behavoir of imitating by:
   a. Clapping your leg with your hand - let him imitate this.
   b. Lift your foot up and down from the floor - let him imitate this.
   c. Roll your head - let him imitate this.
   d. Use the words, leg, hand, foot and head.

Note- If you feel that the child has the idea of imitating your gestures, you could start on his imitating your sounds. The child should enjoy his imitations and enjoy receiving praise and food from you.

Language Arts

II. Teaching the Child to Imitate Sounds

Objective- You want the child to learn the basic sounds through imitating you.

Materials- food

Procedure-
1. Have the child sit in front of you.
2. Review his success in imitating your gestures.
3. If the child has any distinguishable infant sounds of cooing or babbling, try saying them to him and rewarding him for imitating you.
4. If he has no sounds of his own, start with the sound, "Ah"
5. Open your mouth slowly and say, "Ah" - close your mouth slowly.
6. If you are using food as a reward, hold the food just below your mouth while saying, "Ah" so he can associate the food with the word. You could also reward yourself for saying, "ah" also while the child is watching you.

Note- This will probably take a while. But once the child learns to imitate your sounds the whole world of speech will be open to him.

III. Language Arts

Teaching the Vowels by Imitating

Objective- The child should, by this time, know how to imitate and should enjoy this. The vowels are taught at this time which will lead to learning consonants and small words.

Procedure-
1. Have the child sit in front of you.
2. Review his success with the gestures, his sounds and "Ah", imitating you.
3. Praise him for his accomplishments.
4. Start with the vowel sounds- a,e,i,o,u, one at a time.
5. Continue these lessons until they can say their vowels imitating you.

Teaching the Initial Consonants -

Teaching the Initial Consonant Blends- br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, sl, sc, sk,sn, sm, sp, st, sw, tw, qu, pl.

Teaching simple words,by imitating

Teaching simple words by associating with pictures

Teaching greetings and names